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A realistic look at standardized test results and early observation of student performance in silent and oral reading situations revealed that the majority of the 7th and 8th grade pupils were disabled readers. Six specific aims were: refining comprehension skills, extending interests and recognition skills, improving reading, strengthening word recognition skills, improving oral reading ability, building vocabulary, teaching students to follow written and oral directions independently, and improving study skills. It is reported that much has been accomplished toward finding effective ways to extend the elementary school reading program into a sequential program suitable for junior high school. On the 7th grade level, pupil's strengths and weaknesses in English were tested diagnostically. The students were then placed in groups according to their respective scores. Instructional materials used included English 2600, Coronet Programmed Learners, the Webster Reading Laboratory, and supplementary paperbacks. Movement of the children took place quarterly. Motivation increased when students were informed of the level at which they were reading. The program was individualized as much as possible. The 8th grade reading program was similar to that of the 7th with respect to pre-testing, grouping, motivation, and individualized emphasis, but used the S.R.A. Reading Laboratory materials. The Madison School Reading Clinic involved approximately 30 pupils during the 1963-64 school year. Concepts and vocabularies were built through unit studies and aided by such devices as the tape recorder, progress charts, graphs, wall charts, cumulative file cards, and vocabulary file boxes.							
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Appendix A

THE READING PROGRAM: AN OVERVIEW

September 1963 to June 1964

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The end of the school year, as well as the beginning, is a time for appraisal and evaluation. To this end, the following report is submitted for consideration.

Last September, a realistic look at standardized test results and early observation of student performance in silent and oral reading situations revealed that the majority of our seventh and eighth grade pupils were disabled readers. Motivated by the increasingly important responsibility to provide a continuing sequential skill development program in reading above grade six, teachers assigned to teach reading attempted to structure a setting and establish suitable procedures for reading instruction designed to remedy the existing problems within the limitations of class structure and available materials. (See Progress Report dated January 1964 for detailed discussion of class structure and factors which influenced the same.)

Generally speaking, it might be said that seven specific aims have directed the reading instruction this year. These include:

- (1) Refining comprehension skills
- (2) Extending interests and improving tastes in reading
- (3) Strengthening phonetic and structural word attack and word recognition skills (especially prefixes, suffixes, root words, and multiple meanings of words)
- (4) Improving oral reading ability for different occasions
- (5) Extending word power and meaning by building vocabulary and understanding context clues
- (6) Teaching pupils to follow written and oral directions independently
- (7) Improving study skills

The degree to which the aims of the 1963-1964 program have been successfully accomplished is largely dependent upon the ways by which the needs, interests, and capacities of the pupils have been met. An attempt has been made to provide differentiated instruction in several ways: through use of various patterns of grouping within individual classroom settings; through use of ~~multilevel~~ materials (SRA Reading Laboratories, Reader's Digest Skill Builders, Webster Classroom Reading Clinic Skill Cards, etc.); through widely diversified selections for classroom libraries (Webster Science Series, Dolch Pleasure Reading Series, Scholastic Book Services Paperbacks, etc.); and through classroom reading activities (for the whole class: oral reading in audience situations, reports, storytelling, etc.; for individuals: specific interests in recreational reading, research reading, skills practice, etc.; for small groups: work on specific weaknesses, special interest topics growing out of assigned readings, and committee research and/or reports). This emphasis on instruction adapted to a wide range of individual differences seems to have been effective as evidenced by general increase in pupil achievement on informal and standardized tests, by observable increase in voluntary recreational-type reading experiences, by more favorable student attitudes in accepting successes and/or failures in reading tasks, by greater group rapport resulting from flexible grouping to suit needs and weaknesses, and by a general improvement in pupil attitude concerning the values of the reading program and their role in it.

Numerous projects and class activities were undertaken as an outgrowth

of the broad skill development program to enlighten students concerning the values and uses of reading in a world which demands fundamental proficiency in reading skills as a minimum prerequisite for successful living. Regardless of the nature of the project or activity, an attempt has been made to help pupils understand the importance of skill development and the necessity for eliminating their own specific weaknesses. Below are listed typical activities covered this year. The ones which are starred have been most successful.

- *1. Specific attack on problems in phonetic and structural analysis as indicated on informal diagnostic tests
2. Use of dictation method with severely retarded readers; use of experience charts based on experiences of these readers
- *3. Choral reading groups and play reading experiences for developing facility in oral expression
- *4. Use of Reader's Digest Skill Builders for individualizing instruction. (Pupils met in small groups according to reading level; a group chairman guided the selection, reading comprehension check, and class presentation of reports on the story.)
- *5. Basal reader instruction (Wings for Reading, a modified version of the basal reader; science and social subject matter; variety of exercises to develop comprehension skills sequentially)
- *6. Use of special Webster Classroom Reading Clinic (contains variety of materials useful in large or small group settings: sight vocabulary drill cards, word games and wheels, ten adapted classics, reading skill cards, two drill workbooks)
- *7. Use of Science Research Associates Reading Laboratory (provides for independent progress; excellent for individual differences because of multilevel approach; has had excellent use in special ungraded class)
- *8. Use of games to help development of word recognition and to increase vocabulary (Scrabble, Password, Sentence and Word-Building games)
- *9. Use of Word Bank Deposit Slips and Booklets (made by pupils) on Synonyms, Antonyms, Homonyms, and Multiple Meanings to encourage the acquisition of new words
- *10. Program of free reading activities (one period weekly devoted to reading selected books from classroom and school libraries; motivation for voluntary reading through requirement of five brief reports due prior to close of each grading period after first semester.)
- *11. Use of Literature Sampler (2,000-word samples of outstanding books, with questions and discussion cards; multilevel approach; most effective with special ungraded pupils who had difficulty completing entire books; has created healthy spirits of competition in race to "sample" books from the ten categories; progress recorded on wall chart kept up by

pupils).

In relation to statistical data, there is one important factor which prevents the following material from being entirely accurate and reliable as a record of pupil growth and progress: a reliable statement of comparison is impossible at this time because the measuring instrument used at the beginning of the school year was different from that employed at the end of the year. (One test is the ITBS for Fall 1963; the test administered in the spring was the Charles E. Merrill Diagnostic Test, Form B - not standardized.) Although the ITBS was administered just a few weeks ago, the results are not yet available at the time of this report. As soon as these results come back, a revised record of progress can be appended to this report. It is probably safe to conclude, however, that on the basis of these results and on the basis of teacher evaluation and classroom observation along with informal diagnosis, that pupils have made significant gains in comprehension skills and as a result, the percentage of below-level readers has been decreased. This is concrete evidence of the merits of concentrated skill development programs in reading. Other diagnostic data gathered at the end of this term but not reported here (Scott, Foresman Basic Reading Skill Survey Tests) indicate strength in word and phrase meaning. The area of greatest weakness remains word analysis (phonetic and structural). These records are available and will be passed on to the next reading teacher for consideration.

In a final analysis of this year's work in reading, it may be concluded that much has been accomplished toward finding effective ways to extend the elementary school reading program into a sequential program suitable for our particular school population in junior high school. As stated in the January Progress Report, certain goals have remained constant. These are summarized below:

- (1) Systematic emphasis on mastery of comprehension skills
- (2) Development of wide recreational reading habit to revive and/or inspire a permanent interest in the pleasures of reading
- (3) Achievement of a well-balanced program of activities
 - a. Practice and drill
 - b. Silent and oral reading experiences
 - c. Recreational and research reading
 - d. Study skill development
- (4) Increasing provision for individual differences
 - a. Choice of materials
 - b. Varied purposes for grouping
- (5) Frequent appraisal of reading proficiency and progress
 - a. Day-by-day observation
 - b. Standardized testing
 - c. Informal diagnosis
 - d. Progress charts
 - e. Questionnaires
 - f. Cumulative records

The desired outcome of an all-school reading program promises to become a reality in the next school year. It is expected that plans for the services of the Syracuse University Reading Center staff to evaluate our program in order to set up an in-service program will materialize. It is further hoped that some of the negative factors influencing the program as it exists now will be eliminated. Many of the problems are to be resolved in revisions of plans for next year. (See January Progress Report for enumeration of factors, p. 7.) Added to the future considerations mentioned at the conclusion of the January report should be the following points:

1. Initiating a special summer school reading program where reading instruction may be corrective or developmental and where attendance is voluntary on the part of students; the individual instruction program would be different from the reading course offered during the regular session
2. Establishing and/or building more effective classroom libraries which will accommodate a wide range of reading interests and abilities
3. Planning orientation sessions with parents so that they may know what the reading program is attempting to do and as a result will be able to interpret its importance to their children
4. Working out activities to improve and/or motivate interest
5. Developing cumulative reading record cards and/or folders to be sent from teacher to teacher as convenient references to pupil progress, weaknesses, and test data

Although much remains to be accomplished in perfecting the reading program, there is an atmosphere of optimism and significant evidence that favorable progress is possible. With continued staff cooperation and enthusiasm in planning and trying new methods, with continued availability and variety of materials, with flexibility of class structure and emphasis on low class enrollment for effective instruction, and with continued periodic diagnosis and regrouping according to noted progress or lack of it, there is no reason why our reading program would not be outstanding and well-suited to the children we teach at Madison Junior High School.

Appendix B
7th grade 1963-64

Doris Gilbert
Andrew Patterson
Mildred Woods
Richard Vojvoda

English

I Statistical Data

- A. We determined the pupil's strengths and weaknesses from the results of the I.T.B.S.
 - 1. The weakest areas were punctuation, usage, and capitalization.
- B. We tested diagnostically in these particular areas.
 - 1. Students were then placed in groups according to their respective scores. The number of students in each group was:
 - Above Average - 44
 - Average - 52
 - Basic - 34
 - a. For each new skill we tested diagnostically before regrouping. According to the pupil's ability to master these skills, he or she was moved to another group. Between 2-2½ weeks was the time spent on each particular skill. We stressed growth, to the children, instead of grades. Growth was stressed by showing the child the differences in their diagnostic grades. This approach served as a terrific motivating device for the children.

II New Things We Tried

- A. Debates between classes
- B. Interviews (school wide)
- C. Radio Plays
- D. Classroom Elections
- E. "Demon of the Week"
- F. Different Exercises: Class work was done each day in the areas of listening and speaking exercises.

III New Materials

- A. English 2600
- B. Coronet Programmed Learners
- C. Photographs of Madison

IV What the Children's Perceptions Are

The children enjoyed the new approach. We had the pupils evaluate the method of presentation. As a direct result of our approach the children were able to see their work and growth from week to week. Most of the children enjoyed the change from one teacher to another. As we moved from one skill to another the children were better able to see their achievement.

Discipline was vastly improved with this new method.

Reading

- I Teachers viewed the I.T.B.S. scores. Testing was performed with non-

standardized tests for grade level and skills. Students were then placed in classes according to their reading levels.

The grade levels were:

<u>Grade</u>	<u>Number of Pupils</u>
7-6	22
5-4	41
3-below	13

II Movement of the children took place quarterly. Motivation was noticeable when students were told at what grade level they were reading and what was needed for improvement. The entire program was individualized as much as possible.

III Materials Used

- A. Webster Reading Laboratory
- B. Supplementary Paperbacks
- C. Frequent and scheduled trips to the library; connected with English and social studies.
- D. Reading for Meaning
- E. Consumable workbooks

IV Evaluation

To evaluate this program a non-standardized test was given. The four sections of the 7th grade, studying with the team and Mrs. Wright have shown 1.8 progression in grade level.

Appendix C

8th Grade 1963-64

READING PROGRAM

The reading program for the 8th grade began approximately the first of February and ended the last of May. Reading periods were Monday, Wednesday and Friday, in both morning and afternoon classes. The reading class took the place of English for those periods. A part time teacher was hired for the morning groups, since there were more students participating at this time. Also, the part time teacher took an advanced group, making the time allowable for the majority of students greater.

A pre-test was administered when the program began. The S.R.A. Reading Laboratory Exam was chosen with the aid of a reading teacher. From here, tests were administered and scored to an entire 8th grade population. This exam tested for vocabulary, paragraph meanings, and word meanings. The test could measure students from grade 1 to grade 9. When scored the students were then grouped according to grade levels. The criteria for selection into grade level was based on percentile norms of test; 80% percentile was cutting point. Any students who reached a certain grade level was placed into one of three major groupings.

Group I - low group, consisting of grade levels 2,3,4.

Group II - middle group consisting of grade levels 5,6.

(The majority of students fell into this grouping)

Group III - High group, consisting of grade level 7 and above.

The post-test administered was a diagnostic reading test published by Charles E. Merrill. The purpose for using another exam was that the test was found to go into greater detail than the S.R.A. (Both tests are on equal ratings with the content that is to be tested). The post-test measured four areas:

1. Specific dates
2. Inferred details
3. Word Meanings
4. Main ideas or Selecting titles

The results of this exam were tabulated and correlated. The findings for a four month period were that the mean grade level for 105 students came to 5.07, while the post exam showed a mean of 7.74, for 63 students. (Although the gains are somewhere around 2.6 grades, the measuring devices used could be questioned. However, definite gains for all students were made).

Some of the books used in the classroom were Reader's Digest Reading Skill Builder, library materials, teacher work sheets, filmstrips, movies and volunteer workers. The volunteer workers were used primarily for evaluation; a check sheet was provided for them while their evaluation of students took place. During the entire program, the students movement from one group to another was limited, due to the time factor involved and the rate of progression for each student.

The program points out the fact that teachers with no training in reading can teach it and be effective in their teaching methods. The very fact that every child engaged in the reading program changed and raised their reading level, is indicative of this. Also, the program tends to have some bearing on the kinds of tests administered and used. In the pre-test, a standardized S.R.A. reading exam was used to determine group reading levels. Throughout the entire program, teachers devised and used their own testing materials to teach and evaluate; supplementary reading sheets,

evaluation devices and many other kinds of materials needed to spur growth.

Another important aspect of this program was the back to back periods of English and Social Studies, coupled with the team meeting. Because of this, teachers made excellent use of reading periods and at the same time used daily team meetings by constantly developing and revamping their troubled areas.

Lastly, each child was told of his or her reading level, after the pre and post exam. Throughout the reading program, many parents, teachers and others concerned were also told of progress being made and areas in need of help. During parent conferences, reading levels, testing methods and methods of improving reading at home were discussed and hit upon. In turn Counselor, teachers and parents made various attempts to describe to the students the importance of learning to read and its implication throughout the life processes. At the end of the school year, an explanation of the reading levels of the child was inserted into the report card and sent home.

Appendix D

FINAL REPORT FOR READING CLINIC 1963-64

Beatrice R. Silverman
Madison Junior High School

Thirty pupils were instructed in the Madison School Reading Clinic during the year from September, 1963, through June, 1964. Not all these children were taught for a full year. As soon as a child reached grade level, or evidenced lack of continued growth or motivation, he was replaced by another child who could profit with instruction.

Most of the children, as indicated on the enclosed graph, made a gain of at least two years. These results were obtained by an informal inventory test. Other apparent gains, not revealed by the test, were increased desire to read widely, an awakened interest in the outer world, an improvement in study habits, a change from a negative to a positive self-image.

Concepts and vocabularies were continuously built through unit studies. These units were developed through trips, films, discussions, intensive reading, and pictures (from the vertical file at the library). After each trip, and at the completion of each unit, exercises in speaking, writing, listening, reading were developed so that children could participate in and reinforce strengths in each of the language arts. Skill building was carefully interwoven into each lesson.

Many devices were employed to increase motivation, to strengthen retention, or to overcome language disabilities which directly impeded reading progress. (1) The tape recorder was used to aid speech corrections and to promote rhythm in reading. (2) Progress charts were used to illustrate and reward children for the acquisition of new skills and the overcoming of weaknesses. (3) Graphs were used to show improvement in comprehension in the S.R.A. Reading Laboratories and the Webster New Practice Readers. (4) Additional wall charts were used in order to give recognition for the number of books each child had read outside of class. (5) A cumulative file card was kept by the teacher for each child to indicate skills achieved and needed skills yet to be learned. These were used and revised each day so that individual instruction was given to each child according to his needs. (6) A vocabulary file box was kept by each child so that he could have a record of his words for daily review and could help a classmate to review.

Every effort was made to individualize instruction. A program of individualized reading was often used whereby a wide variety of books on many subjects and appropriate grade levels were presented to each class. A child selected and read the book which appealed to him. During the silent reading period, the teacher was freed to work with each child. The child would come to the teacher's desk and read aloud. This permitted a constant check on vocabulary and skills. After the child finished reading a book, he would discuss it with the class. This gave great impetus to reading, since pupils are motivated most strongly through recommendations from peers.

It is difficult to get high interest yet low reading level materials for these deprived teenagers. Hence, materials which were at too high a reading level but which had a special interest pull for these children were rewritten by me and were dittoed for the children to read.

Moreover, stories which were written by our committee of teachers were used effectively and greatly enjoyed by the children. One child said, "These stories were written by someone who works at Wilson Park and who knows us kids."

Experience records were written by the children and read.

Many of our children with long-term, difficult problems profited by the use of other devices. Roy Reynolds developed a scrap book, on the late President Kennedy, which he read. Mary Hunter assembled a scrape book on charm and grooming. Dorothy Davis collected recipes and wrote a cook book. Jesse Rufus illustrated and wrote directions for assembling a car. Celestine DeLee wrote instructions for baby sitters.

Every effort was made to establish a warm working relationship between teacher and child. Homes were visited, and the understanding and aid of parents were enlisted in an all-out program to overcome illiteracy, negativism, and discouragement.

In summary, the results of the year's work have been, for the most part, rewarding. Interest in the clinic has been increasing throughout the school, and the children who have received instruction in the clinic are returning to their classrooms in the fall with good reading skills and comprehension and a new attitude toward learning.